

ELA 40S: Grade 12 English Language Arts Course Outline

Credit Value: 1.0

Course Code: 0092

September 2025 – January 2026

Alonsa School

(204) 767-2168

Gr. 12 ELA Comprehensive Focus

Teacher: Mrs. D. Grimstead

dgrimstead@trsd.ca

Room 8

Prerequisites – Acquisition of Gr. 11 ELA 30S

Course Description/Overview

Through the study of ELA, each student from Kindergarten to Grade 12 learns to understand, appreciate, and use language in everyday life. Students learn to listen, speak, read, write, view, and represent at different times and in different ways, both in the ELA classroom and in their day-to-day experiences outside of it. To assist students in acquiring these learning experiences, teachers, and students will choose and use appropriate learning resources, including novels, plays, essays, articles, film, and/or poetry to develop one's ELA knowledge and skills. In this course, students will look at a variety of texts, including 50% Aesthetic texts (read for entertainment) and 50% Transactional texts (read for information). In this course, students will use information gained from different sources to develop texts in a variety of forms that are appropriate for the selected topic, audience, and purpose.

Focus and Purpose

The purpose of taking ELA 40S is to learn specific writing, reading, listening, and viewing skills; along with understanding that it is also necessary for student success to apply an interdisciplinary approach by applying ELA skills to other subjects. The course will assist students in becoming increasingly independent in making meaningful and effective language choices. Students will build on ELA skills learned in Grade 9, 10, and 11.

Objectives:

Students will work towards the following goals:

- Extend their understanding through personal and critical study of a variety of experiences, ideas, and viewpoints
- Develop learning goals based on personal achievements, needs, and interests
- Monitor their understanding of what they read, see, and hear in order to select and adjust comprehension strategies
- Respond personally and critically to a wide range of materials they read, see, and hear, and examine the distinctive characteristics of each type of text
- Examine a variety of methods used to communicate information, ideas, and opinions
- Plan and Conduct inquire research to investigate a variety of questions and topics by accessing and evaluating appropriate information sources
- Demonstrate increasing confidence and control in using a variety of methods to communicate information, ideas, and opinions effectively for a particular purpose, audience, and situation
- Use a variety of skills and strategies to revise, edit, and proofread their work
- Work cooperatively with others by encouraging and supporting them; and recognize and analyze the effect of this process on self and one's perception of the world

Required Materials for Every Class

- * Loose leaf note paper and a binder (3- 4 inch) to keep ELA class work in
- * Laptops
- * Pencils & Pens (Blue, Black, and Red)
- * Pencil Crayons or markers (for posters, and other projects)
- * Highlighters for the purpose of Close Reading/Annotation
- * USB Memory stick - must have for the purpose of storing ELA work files and work in progress.
- * Please ensure that your Internet User Agreement has been signed to allow access to the computer.

CLASSROOM PROCEDURES & EXPECTATIONS

All members of the classroom will:

- ❖ Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others whether you agree with them or not. This also means being respectful of the property of others and the classroom.
- ❖ Respect the right of all others to learn in an environment that is free of distractions. Everyone has the right to an education but not the freedom to impede/prevent others from receiving that education.
- ❖ Use only technology that is allowed in the class (NO personal electronic devices: cell phones, etc. are permitted)
- ❖ Attend class regularly, on time, and be prepared for all classes.
- ❖ Be Productive – Complete all work and turn it in on time.
- ❖ Ask permission – of others and of the teacher.
- ❖ Participate to the best of your abilities in course/class activities.

Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes
(*For more information visit: <https://www.edu.gov.mb.ca/k12/cur/ela/curdoc.html>)

- ❖ *Outcome #1: Students will explore thoughts, ideas, feelings, and experiences*
- ❖ *Outcome #2: Students will comprehend and respond personally and critically to oral, literary, and media texts.*
- ❖ *Outcome #3: Students will manage ideas and information*
- ❖ *Outcome #4: Students will enhance the clarity and artistry of communication.*
- ❖ *Outcome #5: Students will celebrate and build community.*

Grade Appropriate Outcomes, Activities, and Skills

In ELA 40S students are expected to learn/build upon their knowledge for the following outcomes, activities, and skills. These outcomes, activities, and skills may be demonstrated through adaptations, if necessary. ELA focuses on oral, written, and visual communication. Upon the completion of this course students are expected to:

- Understand proficient skills for creating various written forms (essays, stories, poems, etc.)
- Have knowledge of the proper formats for formal writing (footnotes, quoting, etc.)
- Understand themes, mechanics, and word choices of written forms should be grade appropriate
- Have proficient oral/visual presentation skills
- Have proficient use of multi-media
- Understand technical/business writing

Also refine all the basic ELA skills from previous ELA courses including:

- Understand different types of essays/writing forms
- Understand different essay formats (introductions, conclusions, etc.)
- Explore different organizational structures/patterns
- Understand higher level grammar (colon, semi-colon, etc.)
- Be able to form complex connections between form, purpose, and audience
- Consistently provide specific references from text to support ideas (citing evidence, quotes, etc)
- Identify and explain more complex or multiple themes and central ideas in text
- Introduce the five-point rubric used to make writing, using exemplars
- Use a wide variety of vocabulary to suit the genre of writing
- Understand, identify, and explain the effectiveness of the use of figurative language by an author
- Make emotional connections to reading and writing
- Become more aware of the voice and tone of a piece of their own writing and make appropriate word choices
- Make in-depth observations about various forms of texts
- Create insightful connections between ideas
- Be able to identify and explain all different literary elements of written texts

ELA 40S TOPICS, SUMMARIES & PACING SCHEDULE (Tentative Schedule that is subject to change)

*Changes made at teacher's discretion and/or due to unforeseen circumstances throughout school year.

Units of Study September 2025 – January 2026

Unit: Poetry Unit **Theme:** Writer's Style **Duration:** September 3 weeks
Focus: Figurative Language Usage to Shape Content and Style, Analysis, Reflection, Constructed Responses.

Unit: Short Story Unit **Theme:** Justice/Injustice **Duration:** Sept. – October 3 weeks
Focus: Analogy, Figurative Devices, Writer's Craft, Technique & Style, Reader's Response.

Unit: Essay Writing **Theme:** Informative Essay Writing **Duration:** October 1 week
Focus: Essay Writing Process & MLA Citations

Unit: Novel Study: Night **Theme:** Racism, Stereotyping, Prejudice **Duration:** Nov – Dec. 5 weeks

Unit: Exam Preparation **Duration:** January

RESOURCES: Each thematic unit is extensively sourced and includes non-fiction and fiction articles, short stories, memoirs, magazine articles, video clippings, song lyrics, poetry, excerpts, reviews, etc. to support the necessary outcomes of ELA 40S.

ASSESSMENT

Assessments and grades in this course are a measure of student learning and achievement. All course work (including graded and non-graded assignments) is related to curriculum standards and are important for student learning. Assessment will be ongoing and will include participation in daily classroom activities, preparedness for class (homework), quizzes, unit tests projects, and the final divisional exam.

CRITERIA FOR ASSESSMENT

Assessments are created based on each learning target. Clear criteria and expectations will be established before students show their learning. Students will know specifically what they will be assessed on in order to best demonstrate their learning. For each task, students will be given a set of evaluation guidelines in order to help put forth their best work. It is YOUR RESPONSIBILITY to examine the guidelines and assignment criteria in advance to ensure you have the opportunity to ask any/all questions. Remember, if you need clarification on an assignment, chances are that a number of your peers have the same questions, so PLEASE ASK!

ABSENCES & ASSESSMENT

Should you be absent for whatever reason, it is YOUR RESPONSIBILITY to check the Missed Assignment Folder, take responsibility for all missed work, and take down/get any missed notes, information, etc. Regular attendance is crucial for success in this course.

FINAL GRADES

Student learning is ongoing; final grades will reflect the most recent and valid assessment of student learning/achievement for the grading time period. Students will receive Summative Assessments (used to measure a student's understanding with a mark) within the units of study. As per section 4.3 the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a percentage scale is used to report overall subject grades. The final grade in this course will reflect the cumulative compilation of each of the units covered.

COURSE WORK (Term Work) = 80% + FINAL PROVINCIAL EXAM = 20% Total = 100%

COURSE WORK may include any of the following:

1. **DAILY WORK:** will be assigned. Students are expected to finish this during the class time provided and hand it in or be ready for discussion purposes. If students do not finish in the time provided they will be expected to complete it as homework.
2. **HOMEWORK:** Most of the topics that correspond with the curriculum will be covered in class discussion which can be supplemented by notetaking. However, there will be instances in which it is necessary to complete work, do assignments or to study at home. All homework must be handed in or be ready for the appropriate due date.
3. **PROJECTS:** may be assigned for some units. They may be assigned as a group or individually. Projects must be handed in whole and fully complete before they will be marked. This may include but is not limited to: oral presentations, multimedia presentations, essays, short stories, critiques, reviews, journals, book reports, and hand-in evaluation assignments.
 - ❖ All projects will be assessed using rubrics and checklists. Students are encouraged to consult the rubric in order to maximize success. Students will self-evaluate, peer evaluate and have evaluation done by the teacher.
 - ❖ All hand-in evaluation assignments and projects are due for the BEGINNING of class on the assigned date. If there is a problem you are expected to discuss this with me BEFOREHAND to make other arrangements. I cannot help you if I do not know what the problem is.
 - ❖ Late evaluation assignments and projects will receive the mark of a ZERO, until the assignment is handed in on a new assigned date. If assignments are continuously being handed in late or not handed in at all a meeting and action plan will be set forth between students, parents and teacher. All assignments must be handed in.
 - ❖ If assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% maybe deducted for every day the assignment is not turned in. If the assignment is not turned in after one week the assignment will receive a mark of zero.
4. **QUIZZES & TESTS:** will be given during some units when students need to show their understanding. Students will be responsible for studying on their own time. Any tests or quizzes missed due to an absence will be written the next day of attendance – it may have to be arranged to be written at noon hour or some viable time period.
5. **FINAL EXAM:** Gr. 12 students will be given a Final Exam based on a Provincial Exam format for the current school year. This will involve “Responding to Text” questions along with a “Written Task” in which students will choose a form of writing. The Final Exam will be written on the date and time scheduled.

ACADEMIC INTEGRITY AND HONESTY

Plagiarism and Cheating of any material will be dealt with according to the “Provincial Assessment Policy, Kindergarten to Grade 12” as issued by the Department of Education, Manitoba.

BEHAVIOURAL ASSESSMENT

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

PERSONAL MANAGEMENT SKILLS

> Organizes material, uses class time productively, work independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behavior, sets personal management goals

ACTIVE PARTICIPATION IN LEARNING

> Shows interests, ask questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

SOCIAL RESPONSIBILITIES

> Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

USE OF TECHNOLOGY POLICY

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD instructional policy document for more information on guidelines and consequences for inappropriate use.

***There are NO CELL PHONES to be used by students during class time. Please refer to the Course Credit Contract information page regarding cell phone usage. Otherwise, please refer to TRSD instructional policy document for more information.

STUDENT SUPPORT

I will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Time can be made available at noon hour.

I encourage students to come see me or email me at any point with your questions relating to the course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

I encourage students and parents to communicate with me regularly during the semester(s) to ensure student success.

If you have any questions about the course or student progress, please do not hesitate to contact me at dgrimstead@trsd.ca or 204-767-2168.

COURSE CREDIT CONTRACT COURSE CREDIT POLICIES & PROCEDURES

With a sincere desire to have students be successful with obtaining their course credit, I am implementing the Course Credit Contract for Semester 1 September 2025 – January 2026..

Students and parents/guardians will be required to read and sign a Course Credit Contract for the following courses taught by me: ELA 40S ELA 20F

The Course Credit Contract specifies the detailed requirements for maintenance of Daily Work/Homework Policy, Assessment/Evaluation Policy, Late Work Policy, Missed Work/Missed Classes/Absences Policy and my Cell Phone Policy.

OBJECTIVES of the Student Contract:

- > to make students realize the impact their decisions/choices have on obtaining their credit
- > to be accountable for their decisions
- > to improve their work ethic and time management issues
- > to acquire the balance between academic student and extra-curricular student
- > to make parents/guardians aware of the necessity to have these requirements met and understand the consequences of not maintaining the course requirements

In addition to the course credit contract, I have provided parents/guardians with a "Check-In Report Proposal" for those parents wishing to be informed on a regular basis via email or "paper-copy". Hopefully, this will eliminate the crisis situations students get themselves into because they have neglected to maintain the requirements to obtain the credit.

Return by _____

Please take this course outline home to your parents/guardians, read over and then have your parents/guardians sign below, indicating that they have read the course outline. Should they have any initial comments or questions for me, they may add these to the lower portion of the page. Return this signed paper to class to Mrs. Grimstead.

I have read the ELA 40S Course Outline and understand the classroom expectations and course requirements set out by the instructor/teacher. I understand that ELA 40S is a course based on completing the outcomes and requirements as set out by the ELA curriculum documents (Manitoba Dept. of Education). In order to meet these required outcomes /requirements; all designated activities, participation, tasks, and evaluations must be completed by the student.

Student's Name _____ Date: _____

Student's Signature _____

Parent/Guardian Name(s) _____

Parent/Guardian Signature(s) _____

Email Address of Parent/Guardian and Contact Phone Number (if cell phone please indicate)
